HIGH SCHOOL

STEP BY STEP INSTRUCTIONS

FOR THE JAG

e-NDMS DATABASE

STEP 1: ACCESSING THE E-NDMS DATABASE WEBSITE

Access system from any computer that has Internet access and do the following:

1. Go to: **http://beta.endms.jag.org/endmsbeta/**

2. Set this as a "Favorite" by clicking on "Favorites" at the top of the screen and "Add"

3. Enter User Name *firstname.lastname* _____

4. Enter Password *provided by state office* _____

5. This takes you to the **HOME** page for the e-NDMS database website.

STEP 2: BASIC SITE NAVIGATION

RED BLOCKS AT TOP – Relate to complete system

Home – Home page for e-NDMS system

Forms – Example – Student Profile

Preferences – GPA range, absences, specifics for your school

Reports – Example – Program Roster

Documents-training materials and handouts for eNDMS and JAG curriculum

Tutorial - Allows a simulation of eNDMS for training without effecting real student data

Log off-to log out of the database

Note: Click on the **JAG logo** on the top left of the screen to return to the home page

7/26/2012   **Remember to CLICK SAVE at the end of each page!**

RED BLOCKS ON LEFT SIDE – Relate to your school and your students

School data – All ready completed for your school

Rosters – Roster for your JMG class

Groups – Groups you establish to divide your students

Model Services – Lessons/Competencies that you taught

Participants – JMG students already entered into the system and their specific data

> Open further boxes – specific information about that student

Employers – Employers that you have entered for your students' employment

School Placement – For entry of a post secondary school that was not previously entered

NAVIGATION:

❖ *Do Not* use the Internet's web browser navigation (back and forward) buttons.

❖ *Do Not* use the keyboard *enter key* –it will throw you out of the data entry mode and you will lose recent data input information.

❖ *Always* use the **home** and **logoff buttons** located in red blocks at the top of the page, the keyboard **tab key** to move from field to field, and the **Shift key plus tab key** for moving backward in the fields.

❖ *Helpful Hint:* Right click on whatever item you want to work on and choose "Open in a new window" (if you accidentally close out you are not closed out of the whole system)

❖ Every time you enter data into the database, click on the **Save and Close** button at the bottom of each screen or you will lose all data just entered.

❖ Use the CRTL button to choose multiple items from a list.

Remember!

Do not use the keyboard ENTER key!

It will boot you out of the database!

PREFERENCES:

❑ Click "Home" at top right

❑ Click "Preferences" at top of page

❑ Under gray shaded "Profile Options"

❑ Set GPA Scale to 4.0

❑ Absences Minimum for Barrier A.7 – Use your school's standard

❑ Click "Save Changes"

❑ Click "Home" at top right

STEP 3: ENTERING STUDENT INFORMATION

A. ROSTERS:

*The Roster is the framework to house a list of your students in your JMG class for a given school year. If you have only seniors, you have a Senior (SR) Program. If you have students from various grades, you have a Multi-Year (MY) Program. **You should have only <u>one</u> roster for each school year.** You should use the **GROUP** feature to create subsets from your roster, such as 1st and 2nd semester.*

- ❑ Click "Roster" navigation button in the red block along the left margin of the homepage
- ❑ Click "New" button on the right
- ❑ Key in school year (Example: 2011 - 2012)
- ❑ Key in correct year in year boxes if not showing
- ❑ Select "Type" of program using drop down box - Select correct type of program
- ❑ "Senior" or "Multi-Year" – only one roster will be created
- ❑ Enter your Advisory Committee names
- ❑ Click "OK"

Note: Once you have students entered into the system, you can click on the roster to view the students under that roster.

B. PARTICIPANT PROFILES

The Participant Profile is a snapshot of the student when they first enter JMG.
Note: Only (1) student profile is created and entered into the database. If a student returns to JMG another year you will just transfer the existing profile onto your current roster. DO NOT CREATE A SECOND PROFILE.

*Student Information and Barriers: The field titles that are in red letters are fields that have a help box attached. **The red title <u>does</u> not indicate a required entry field.***
Required fields are: Roster, Name, Address, Home Phone (if none use school phone no.), Year in School, Currently Enrolled in Occupational Training, Class Standing.
Note: Use the completed JMG PARTICIPANT PROFILE FORM filled out for each student as the source for your data input.

- ❑ Go to the Home Page
- ❑ Click on "Participant Profiles"
- ❑ Select a roster by using the drop down box
- ❑ Click on the red field titled "SSN" – (This is an example of a help box)
    Note: A Social Security Number (SSN) is not required for each student – the system assigns an identifier
- ❑ Enter Participant Profile and Barriers in the database for each student on your roster using the completed JMG PARTICIPANT PROFILE FORM. **(NEVER enter a graduation dates when entering profile information)**
- ❑ Click on "Save and Add" between each student profile
- ❑ Input the Participant Profile data for all students in the JMG class
- ❑ Click on **Save and Close** at the bottom of the screen or you will lose all data just entered.

C. GROUPS:

The Groups feature *allows you to create subsets of the roster. You can set a group for each JMG class if you have more than one class. If you have only one class and have no need for a group for other reasons, you do not need to form a group. You can have as many groups as you need.*

TO FORM A GROUP:

- ❑ Click on "Groups" on left margin of the Home Page
- ❑ Click on "New" on the right
- ❑ Type in Group Name – *such as* **2011-12 Semester(2)** *(include the year in your title for easier identification)*
- ❑ Click "OK"

TO ADD PARTICIPANTS TO GROUPS:

METHOD 1: TO ADD ONE OR TWO STUDENTS:
- ❑ Click on "Participants" in the red block on the left side
- ❑ Click on one of your students
- ❑ Click the "Group" button with NO red block under Participants
- ❑ Click "Add Participant to Group"
- ❑ Select the group you want the student added to
- ❑ Click "OK"

METHOD 2: TO ADD MORE THAN ONE STUDENT:
- ❑ Click on "Group" in the red block on the left side
- ❑ Click on Group you want the students in
- ❑ Click on "Select Group Members"
- ❑ Click on "Select a Roster" and choose roster
- ❑ Click on "Load Roster"
- ❑ Click on "Select a Group"
- ❑ Click on "Load Group" – the students should show up
- ❑ Click on the students in your roster that you want in the group
- ❑ Click on Arrow (**use the single arrow >for selected students and use the double arrow >>for all students**)
- ❑ Click on "Save Changes"

Note: *Once you have a "Group" established on the system, you can click on the group to view the students under that group. This feature is most helpful when entering model services so that you can assign a group such as 2nd semester to the activity rather than the roster which may have students who are not in your class 2nd semester.*

STEP 4: UPDATING THE ROSTER

ENTERING RETURNING FORMER JMG STUDENTS

- ❑ Click on "PARTICIPANT" in the red block on the left side.
- ❑ Click on a student name.
- ❑ Click on "Rosters" in the student section.
- ❑ Click "ADD PARTICIPANT TO ROSTER". (make sure the date the student entered the program is correct)
- ❑ Select the current roster in the drop down menu. (Make sure you select the correct year)
- ❑ Select the current grade in the drop down menu. (If the student is repeating a grade, enter the same grade)
- ❑ Click OK to exit.

STEP 5: TRACKING STUDENT ACHIEVEMENT

A. MODEL SERVICES:

Model Services allows the tracking of JMG competencies that are taught to the students, indicating how the competencies were taught and the level of attainment by the student. Most model services apply to an entire class and possibly an entire roster.

Note: Make entering Model Services a habit. Some specialists enter model services daily and others fill out the weekly Model Services Form (provided in the Career Specialists Manual) and enter them each Friday or the following Monday. Consistency is key!

- ❑ Click on "Model Services" In the middle of the Home Page
- ❑ Click "New"
- ❑ Input "Date" of lesson in the format 07/08/12
- ❑ Input "Length" of lesson – the time spent on the lesson in *minutes*
  - ➢ *(Please note: do not enter Holidays or days that school is not in session)*
  - ➢ *TIME SAVER: If you have worked on the same activity/topic for more than 1 day at the same instruction level, then make one model service entry for those days showing the total class minutes. Example: 2 days @ 50 minutes working on revising resumes=100 minutes at level 2*
- ❑ Select "Activity" from drop down box (see page 7 of directions or look on JMG lesson plan)
- ❑ Input "Contact Narrative" to describe the activity and any other pertinent information
- ❑ Click on the "Competency Numbers" of the lesson (see page 8 of directions or look on JMG lesson plan)

(Hold down the Control Key and click to select multiple competencies in the same column) Most lessons cover more than one competency.

- ❑ Select the "Competency Level" from the drop down box
  - • Level 1 – Introduced competency
  - • Level 2 – Working on the competency
  - • Level 3 – Successfully attained competency
  - (Continued on next page)

- ❑ Click on "Select Participants"
- ❑ Select the current year's "Roster"
- ❑ Click "Load Roster"
  - **If you are not using the "Groups" feature, omit the green group directions.**
  - **If you have Groups, do the following:**
    - ⇒ **Select the "Group" students are in (if any)**
    - ⇒ **Select "Load Group"**
- ❑ Highlight the names of the participants
- ❑ Click the appropriate arrow button
  - Click on single arrow **>** to move highlighted students to list
  - Click on double arrow **>>** to move all students on your roster to the list
  - You can load the entire roster or group and then highlight any student(s) that were absent and click on the single arrow to remove them from the day's lesson.
  - If a student is absent from an activity listed on model services and they make up the assignment, go to the assignment and insert that student.

- ❑ Click on **Save and Close** at the bottom of the screen or you will lose all data just entered.

MODEL SERVICES ~ PARTICIPANT CONTACT CLASSIFICATIONS

AR – Academic Remediation ~ Time spent in or out of class receiving tutoring/extra help in any academic subject.

CA –Career Association ~ Time spent in or out of class planning, executing, participating in, or following up on Career Association activities other than community service. This includes the Fall Leadership Conference and the Career Development Conference. (Reach Council Activities for Middle School)

CS –Community Service ~ Time spent in or out of class planning, executing, participating in, or following up on community service activities.

ES –Employability Skills ~ Time spent in or out of class on the Core Competencies. (Includes quizzes, assignments, projects, or activities to demonstrate competency attainment)

FT –Field Trips / Guest Speakers ~ Time spent in class listening to guest speakers or out of class attending field trips to visit businesses or participate in mock interviews, job shadows etc. Includes field trips for social purposes.

GR – Group/Social Recreation (For Middle School Programs Only!) Time spent on fun social activities for the middle school.

C –Guidance Counseling ~ Time spent discussing issues of a more personal nature or having general counseling discussions (classroom or individual). Time spent on assessments, interest inventories, pre and post testing, etc.

OT –Other ~ Most activities should fit into one of the above categories. Use this ONLY as a last option.

WL –Work-Based Learning ~ Time spent on activities such as interviews, job shadowing internships, mentorships, apprenticeships, and school based enterprises.

Remember!!!
Don't use the keyboard
**ENTER** key!

It will kick you out off the database! Yikes!

CORE COMPETENCIES

Career Development

A1	Identify occupational interests, aptitudes and abilities.
A2	Relate interests, aptitudes and abilities to appropriate occupations.
A3	Identify desired life style and relate to selected occupations.
A4	Develop a career path for a selected occupation. (G38, G39, G40, H77)
A5	Select an immediate job goal.
A6	Describe the condition and specifications of the job goal.

Job Attainment (Getting a job)

B7	Construct a resume.
B8	Conduct a job search.
B9	Develop a letter of application.
B10	Use the telephone to arrange an interview.
B11	Complete application forms.
B12	Complete employment tests.
B13	Complete a job interview.

Job Survival (Keeping the job)

C14	Demonstrate appropriate appearance.
C15	Understand what employers expect of employees. (G53, H68, H75)
C16	Identify problems of new employees.
C17	Demonstrate time management. (H60, H70, H72)
C18	Follow directions. (H66)
C19	Practice effective human relations. (G51, G52, H64)
C20	Appropriately quit a job.

Basic Competencies

D21-25 (G42, H76, H78,H80, H81)

D21	Comprehend verbal communications. (H65)
D22	Comprehend written communications.
D23	Communication writing.
D24	Communicate verbally. (G49)
D25	Perform mathematical calculations. (G59)

Leadership and Self-Development (Teamwork)

E26	Demonstrate team membership. (G43, G45, G58, H71)
E27	Demonstrate team leadership. (G47, G56, H61, H62, H74)
E28	Deliver presentations to a group.
E29	Compete successfully with peers.
E30	Demonstrate commitment to an organization. (G44, G46)

Personal Skills (Healthy Lifestyles)

F31	Understand types of maturity.
F32	Identify a self-value system and how it affects life.
F33	Base decisions on values and goals. (G54)
F34	Identify process of decision making. (G41, G50, G55, H67)
F35	Demonstrate ability to assume responsibility for actions and decisions. (G57, H69, H79)
F36	Demonstrate a positive attitude. (G48, H63, H73)
F37	Develop healthy self-concept for home, school and work.

B. PROGRESS REPORTS:

> *Progress Reports* track in-school performance. Progress reports should be entered for current year and one year prior to entry into JMG. Purpose of the prior year entry is to provide a baseline for performance prior to JMG services.

- ❑ Go to Home Page
- ❑ Click on "Participants"
- ❑ Click on the student you will do a progress report on
- ❑ Click on "Progress Reports" on left side of page under Participants – not in red box
- ❑ Click on "New"
- ❑ Enter the previous year in the "School Year" box (Example: 2010-2011)
  (When you change the first year entry to the current year the second part will automatically change)
- ❑ Enter the student's mid-year and final results from the prior school year
  <u>Example:</u>
  - Days Absent – *8*
  - In-School Suspensions – *2*
  - Out of School Suspensions – *0*
  - Number of Classes – *6*
  - Number of Classes Passed – *4*
  - GPA – *1.99*
- ❑ Click "OK"
- ❑ Click "New"
- ❑ Enter the current school year in the "School Year" box (Example: 2011-2012)
  - Enter the student's "Mid-Year Results" for current school year
    <u>Example:</u>
  - Days Absent – *7*
  - In-School Suspensions – *1*
  - Out of School Suspensions – *0*
  - Number of Classes – *6*
  - Number of Classes Passed – *5*
  - GPA – *2.25*
- ❑ Click "OK"
- ❑ Enter "Final Results" for Current Year exactly as above for mid-year results

STEP 6: ENTER RETURN TO SCHOOL STATUS RESULTS-STUDENT RETENTION

> *Return to School Status* tracks the return to school status for students that you had in your program the previous year. *Sept. 30 Status* records the status of each student from previous year.

A. END OF YEAR STATUS – enter this information at the end of the program year.

- ❑ Go to "Home" Page
- ❑ Go to "Enter Return to School Status Results"
- ❑ Click on "Roster" and select the correct roster
- ❑ Click on "Go"
- ❑ Click on **"End of Year Status"** drop down box
- ❑ Click on correct "End of Year Status" and select from the following choices:
  - Enrolled in same high school
  - Enrolled in different high school
  - Left School
  - Graduated
    - ➢ Continue to enter status for each student listed
- ❑ Click on "Save Changes"

B. SEPTEMBER 30TH STATUS - enter this information on or before Sept.30th

Go to the Home Page
- ❑ Go to "Enter Return to School Status Results"
- ❑ Click on "Roster" and select the correct roster
- ❑ Click on "Go"
- ❑ Click on "Sept. 30th Status"
- ❑ Click on correct Sept. 30th status and select from the following choices:
  - Enrolled in same high school
  - Enrolled in different high school; same district
  - Enrolled in different high school; different district
  - Did not Return; in GED
  - Did not Return; Not in GED
  - Did not Return; Status Unknown
  - Graduated
    - ➢ Continue entering for each student
- ❑ Click "Save Changes"

STEP 7: ENTER GRADUATION DATES

- ❑ Go to the Home Page
- ❑ Go to "Enter Graduation Dates"
- ❑ Click on "Roster" and select the correct roster
- ❑ Click on "Go"
- ❑ Type in *Graduation Date* for each graduating senior
  Please use the following format: 05-29-2011
- ❑ Click "Save Changes"

> **Graduation dates** are entered **ONLY** when the student has actually graduated and **NOT** when entering the student profile.

STEP 8: STUDENT FOLLOW UP AFTER HIGH SCHOOL

A. Follow Up Contacts

> *Follow-up* is completed on all seniors (graduates and non-grads) for one year following graduation. The follow-up contact is to assure the student is doing well on the job or in school, offer guidance with any problems and encourage the student to continue working toward improvement of their employment status.
> ✓ There should be contact **each quarter** with the student, parent, or the student's employer.
> ✓ **Follow Up Contacts are completed in the following months:** September, November, February, May. **Refer to your current JMG Calendar for exact due dates.**
> ✓ Once the student is employed, it is recommended that the job specialist contact the employer early to ensure that the work experience begins and continues in a positive manner.

1) **Go to "Rosters" in red block on left side of screen**
   - ❑ Click on Roster for last year i.e. MY2003-2004
   - ❑ Right Click on participant name for follow-up
   - ❑ Select "Open in Other Window"
   - ❑ Click on "Follow-Up Contact" under Participants on left side of screen not in red block

2) **Note Contact Type on top of screen – Participant / Employer / Other**
   Your contact entry will show up in one of these screens
   - ❑ Click on "New"
   - ❑ Select "Type" of contact from drop down box
   - ❑ Input date of contact
   - ❑ Input how long you talked to contact in minutes
   - ❑ Select "Contact Method" from drop down box
   - ❑ Select "Status" from drop down box
   - ❑ *Write narrative* noting status of contact
   - ❑ Click "Save and Add" if doing contact for another student or,
   - ❑ Click on *Save and Close* at the bottom of the screen or you will lose all data just entered.

STEP 8: STUDENT FOLLOW UP AFTER HIGH SCHOOL (CONTINUED)

3) **To check follow-up contact:**
   - ❑ Click on "Participants" in red block on left side of screen
   - ❑ Click on participant name you are doing follow-up on
   - ❑ Click on "Follow-Up Contact" under Participants on left side of screen
   - ❑ Click on category of follow-up at top of screen – Participant / Employer / Other
   - ❑ Contacts entered for student will show under one of the categories

4) **Job Placement: To record jobs for Last Year's Seniors**
   - ❑ Go to **"Rosters"** in red block on left side of screen
   - ❑ Click on Roster for last year i.e. MY2010-2011
   - ❑ Right Click on participant name for follow-up
   - ❑ Select "Open in Other Window"
   - ❑ Click on **"Job Placement"** under Participants on left side of screen (not in red block)
   - ❑ Click on "Participants" in red block on left side of screen
   - ❑ Click on "New" which will take you to "Employer Wizard"
   - ❑ Select from the drop down box on the Employer Wizard screen
     - o "Search Existing Employers"
     - o "Create a New Employer Record"
   - ❑ Select **"Search Existing Employers**
   - ❑ Check for Employer Name by entering information in search fields
     - • If found: Click on **"Employer"** and input **"Job Placement"** information for the student
     - • If not found: Click **"Not Found"** and input **Employer Information**
     - • Required fields: Name/Address/Phone/Size/NAICS
     - • Postal Address: Must match the postal services address. If e-NDMS will not accept the address you have then try; www.addresses.com or www.dexonline.com to obtain an address that matches the postal service address more accurately.
   - ❑ Click "Next"
   - ❑ Enter the "Job Placement" information for the student's job
     Section Details: *JMG takes credit for a Job Placement if the job was obtained while the student was in the JMG program or a positive change in status has occurred – pay raise, benefits, and higher position*

5) **School Placement: To enter the schools that last year's Graduates are attending**
   - ❑ Go to **"Rosters"** in red block on left side of screen
   - ❑ Click on Roster for last year(Example: MY 2010-2011)
   - ❑ Right Click on participant name for follow-up
   - ❑ Select "Open in Other Window"
   - ❑ Click on "School Placement" under Participants on left side of screen – not in red block
   - ❑ Click on "New" which will take you to "School Wizard"
   - ❑ Select from the drop down box on the School Wizard screen
     (School Placement continued on next page)

- o **Use e-NDMS School Database**
- o Select "Using e-NDMS School Database"
- o Click "Next"
- o Check for School Name
  - ▪ Most Montana schools have been input
- o Click on the School
- o Input *Student information* for the school placement
- ▪ **Create a New School Record if school is not found**
  - • Click "Not Found"
  - • Input school information
  - • Click "OK"
  - • Input Student information for the school placement

Note: Unless you have a specific contact at the school, for school contact information input "Registrar" and the main address and phone number for the school

STEP 9: FORMS AND REPORTS

A. FORMS

Print each type of form choosing either one of your student's data or your school's roster data.

- ❑ Click on **"Forms"** in the red block at the right top of the screen
- ❑ Click the desired form
- ❑ Click on "Next ⇒ Select Participants"
- ❑ Select the students
- ❑ Click the right arrow ⇒ to load the student(s)
- ❑ Click "Create Forms"
- ❑ Sit and wait
- ❑ After form is produced, it can be printed by using the **"File/Print"** on the top menu
- ❑ Click on the **JAG logo** on the top left of the screen to return to the home page

EXAMPLES OF FORMS:
1. Progress Report
2. Model Services Summary
3. Barrier Report
4. Competency Report
5. Placement and Follow Up Report
6. Participant Profile
7. Model Services Listing

B. REPORTS

Data base reports are useful in the monitoring of students outcomes over time, documentation of your students' successes, and tracking program strengths and weaknesses.

- ❑ Click on **"Reports"** in the red block at the right top of the screen
- ❑ Go to Select Report and use drop down box to select Participant Profile
- ❑ Select a roster
- ❑ Click "OK"
- ❑ Wait
- ❑ After report is produced, print by using the "File/Print" on the top menu
- ❑ Click on the **JAG logo** on the top left of the screen to return to the home page

Participant Forms and Summary Reports are generated from the information and data entered by Specialists. This information is used by the school, site, state and national organizations to document services, guide management, enhance planning, improve public relations, support grant writing, improve advocacy, and continuously improve performance and outcomes of JAG Model programs. Participant Forms summarize data for individual participants, allowing Specialists to track participant progress in the In-School Phase each year the participant receives program services.

The following forms *(Participant Forms summarize data for individual participants)* can be generated on the computer screen and printed in hard copy:

Barrier Report. Tracks the status of the barriers for each participant. Specialists should monitor the Barrier Report and, using the Individualized Development Plan (IDP) and develop strategies to overcome or cope effectively with one or more barriers.

Model Services Summary. Summarizes participant contact hours during the In-School Phase of a JAG Model program. Specialists should monitor the number, quality and diversity of contact hours across categories of contact.

Model Services Listing. Lists dates and descriptions of each Model Service entered for each student.

Placement and Follow-Up Report. Documents the placement history of a graduate (or non-graduate) and contact with graduates/non-graduates, employers and others during the Follow-up. Specialists are able to document changes in status by tracking work history including wages, hours worked, promotions received, etc.

Participant Profile. Captures personal information about each participant and identifies the barriers to success—graduation, entrance into the workplace post-graduation, and/or pursuit of a postsecondary education.

Competency Record. Lists the JAG competencies and the participant status regarding mastery of assigned competencies. Specialists should use the JAG validated Pre- and Post-tests to document attainment and verify knowledge gains by competency category.

Progress Report. Documents participant behavior relative to grades, absences, suspensions and

expulsions. Specialists are able to document that JAG Model services "make a difference" by improving grades and reducing absences, suspensions and expulsions.

SUMMARY REPORTS: Summary Reports provide aggregate information about the total program. The Summary Reports are identical to Participant Reports except they aggregate data and information for the entire cohort or targeted groups. Specialists are able to generate Summary Reports easily using e-NDMS. Summary Reports are valuable to Specialists because they provide data and information about the entire cohort. Supervisors and Managers are able to analyze the progress being made in implementing the JAG Model and the likelihood of achieving the high performance outcomes that JAG programs have historically achieved. More importantly, the Summary Reports provide JAG programs with the capability to document the students served, services delivered and outcomes achieved. Few publicly funded youth-serving programs are able to provide equal documentation.

IN-SCHOOL SUMMARY REPORTS
√ Program Roster
√ Participant Profile Summary Report
√ Barrier Report
√ Contact Hour Summary Report (by Year)
√ Competency Report
√ Progress Report
√ Student Retention Report

FOLLOW UP PHASE SUMMARY REPORTS
√ Job Placement and Follow-Up Reports
√ School Placement Report
√ Placement Summary Report

MANAGEMENT REPORT: The Management Report provides a high level view of key data and information to determine if the program is making satisfactory progress in implementing the JAG Model. The Management Report is an effective monitoring tool for Specialists who want a snapshot of their program, for local Supervisors who want to know which programs need support, for state Managers to see the overall status of the program particularly in the first half of the school year, and for JAG to determine what technical assistance would be of the greatest value to a state, site and/or school.

The Management Report contains the following data and information:
- **School**—Provides the Identification Number for each program operating, the name of the school, and the name of the Specialist
- **Roster**—Indicates the Program Application (Senior, Multi-Year, Out-of-School) and the Class Year.
- **Roster Size**—Identifies the number of students listed on the Program Roster
- **Number of Profiles**—Identifies the number of Participant Profiles in e-NDMS. This is a quick check to see if Participant Profiles are completed for each student on the Program Roster.
- **Average Barriers—**Identifies the average number of barriers in the Class cohort and allows comparison with other schools in the state
- **Most Recent Model Services**—Provides a quick view of the last recording of Model Services. This is a quick check to determine if Specialists are entering data and information in a timely fashion. The more delayed the recording, the less reliable the data and information.
- **Number of Pre- and Post-Tests**—Indicates if the Specialist is administering Pre- and Post-Tests on a regular basis
- **Number of Progress Reports**—Indicates the number of students for which progress data was recorded
- **Average Contact Time**—Provides the average number of contact hours recorded
- **Average Wage**—Provides the average wages paid to those employed in the Class cohort
- **Average Hours per Week**—Provides the average number of hours worked on a weekly basis

SPECIAL GROUP REPORTING CAPABILITIES
The system provides staff with the capability to look at special groups for reporting and

comparative analysis. Reports can be generated for those participants in the following groups and/or combination of groups: Gender, Government Assistance, Race, and Barrier.

STEP BY STEP INSTRUCTIONS FOR JAG e-NDMS DATABASE

7/26/2012   Remember to CLICK SAVE at the end of each page!   Page 16 of 15